



Indiana Professional Standards Board
Indiana Mentoring and Assessment Program

WORLD LANGUAGES

2004-2005 School Year

“The information presented in this handbook is intended to provide guidance to beginning teachers in Indiana and their administrators in complying with the requirements of the Indiana Mentoring and Assessment Program (IMAP). *Any other use or application is strictly prohibited.*”

These portfolio guidelines have been developed as part of the Indiana Mentoring and Assessment Program. They are intended to be used as part of a comprehensive program of assessment for purposes of determining eligibility for continued licensure. The Indiana Professional Standards Board does not endorse or encourage the use of these guidelines for other assessment programs or for other purposes.

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NOTE: *The following symbols are used to highlight instructions throughout the handbook*

- ✓ indicates information about something you must **DO**
- ✉ indicates a written response or other material you must **SUBMIT**
- ✎ indicates a question or prompt to which you must **RESPOND**

This beginning teacher portfolio handbook has been modified from the 2000-2002 Handbook for the Development of a Mathematics Teaching Portfolio being used with permission of the Bureau of Evaluation and Educator Standards, Connecticut State Department of Education, through a partnership with the Indiana Professional Standards Board (IPSB).

PREFACE

The Indiana Professional Standards Board (IPSB), established by the legislature in 1992, governs the preparation and licensing of education professionals. *The mission of the Indiana Professional Standards Board is to enhance the quality of learning for Indiana's P-12 students through establishing, maintaining and ensuring adherence to performance-based standards for Indiana P-12 education professionals throughout their careers.* In 1999, the IPSB adopted fifteen content and four developmental standards for teachers. Modeled from the Interstate New Teacher Assessment and Support Consortium (INTASC) core principles, the standards for teachers describe effective practices for education professionals throughout their preparation and career. The level of proficiency expected, however, will become more comprehensive and more skillful at each successive stage of the teacher's career. These standards provide a strong linkage to Indiana's goals for students in P-12 education.

Once the standards were adopted, a model for assessing the teachers' practices that exemplifies those standards was initiated. A portfolio prototype was designed by INTASC to assess teachers' performances in specific content areas. These standards-based portfolios are performance assessments, which demonstrate what teachers know and can do within the context of their own classrooms and fields of study.

After receiving an Initial Practitioner License, beginning teachers will submit a portfolio, which includes evidence regarding lesson planning, student work and assessment, and teaching. These data are collected from an entire unit or topic of instruction. The beginning teacher portfolio is uniquely designed to equip teachers for teaching practice by providing instruction and reflective inquiry that relates to learners. The portfolio focuses on teachers' abilities to effect growth within learners and calls upon their reasoning and judgment to link the success of the learner to their instructional practice.

The standards and assessments for preparing and licensing teachers are purposefully linked to each other and to standards and assessments validating increased learning by Indiana's students. For this reason, the IPSB believes that Indiana will have teachers who are effective in helping *all* students learn.

ACKNOWLEDGEMENTS

The Indiana Professional Standards Board (IPSB) recognizes the contributions of practicing classroom teachers, higher education faculty members, building and district level administrators, and other education stakeholders who worked on the advisory committees that developed the standards, or served on focus groups for feedback to the standards. The IPSB appreciates the many seminar leaders and portfolio scorers who contribute time and energy to the development of the assessment system. The IPSB recognizes the time and effort that classroom teachers invest by submitting portfolios to integrate the teaching standards with their classroom practices. The documentation of their teaching in relation to their students' growth contribute to the development and quality of the assessment program for beginning teachers as well as the enhancement of student learning.

As noted, the IPSB recognizes the work that has occurred through the auspices of the Bureau of Program and Teacher Evaluation, Connecticut State Department of Education, in the development of this portfolio. This draft handbook has been modified in order to reflect Indiana's standards for teachers and program.

SECTION I: THE INDIANA MENTORING AND ASSESSMENT PROGRAM (IMAP)

Since its inception in 1992, the Indiana Professional Standards Board (IPSB) educational agenda has focused on promoting high standards for teachers in an effort to enhance student learning. Improving the quality of Indiana's teachers has been viewed as central to improving student achievement.

Central to Indiana's teacher improvement initiatives is the Indiana Mentoring and Assessment Program (IMAP) for teachers, the two-year **teacher assessment program** that provides the following:

- **support** for beginning teachers through school/district-based certified mentors or support teams and programs, and other forms of professional development
- **assessment** through a **content-specific teaching portfolio** submitted during the second year of teaching

In the portfolio, beginning teachers document a unit of instruction around important concepts or goals in a series of lessons, assess student learning, and reflect on their students' learning and the quality of their teaching. The portfolio includes lesson logs, videotapes of teaching, examples of student work and student assessments, and teacher commentaries.

In order to be eligible for the Proficient Practitioner License, beginning teachers must demonstrate mastery of essential teaching competencies related to content knowledge, planning, instruction and assessment. **Beginning teachers who do not meet the portfolio performance standard in their second year will be required to submit a portfolio during their third year in the IMAP.**

The goals of the IMAP include the following:

- ensuring that all students have high quality, committed and caring teachers
- promoting effective teaching practice leading to increased student learning
- providing effective support and feedback to new teachers so that they continue to develop their knowledge base and skills and choose to remain in the profession
- providing standards-based professional development for both novice and experienced teachers
- developing teacher leaders by recognizing and using the expertise of Indiana's exemplary teachers as mentors, scorers, and trainers of beginning teachers and as resources for all their colleagues.

The IMAP has not only had a substantial impact on new entrants of the teaching profession but also on Indiana's experienced educators. Many of the current teachers, university faculty, and administrators have been trained to serve as mentors of beginning teachers and/or scorers of portfolios, or participated in the IMAP during the early part of their careers.



Look at our
website for
more
information
about beginning
teachers

www.in.gov/psb

- Standards for Mentors of Beginning Teachers
- Guidelines for Mentor Training Programs
- Proposal Submission Process for Mentor Training Programs
- Guidelines for Support to Beginning Teachers and Their Mentors/Coaches

SECTION II: UNDERSTANDING TEACHING PORTFOLIO REQUIREMENTS

In 1994, the Indiana Professional Standards Board (IPSB) adopted the Interstate New Teacher Assessment and Support Consortium (INTASC) principles for initial licensing of teachers as the basis for Indiana's new system for preparing and licensing teachers.

The IPSB adopted the INTASC core standards, including knowledge, disposition and performance statements, because its members believe that it is the responsibility of the profession and of policy makers to be explicit about those characteristics, to insure that the opportunity to develop them is honored in the preparation process, and that fair and disciplined judgments are made over time by appropriate professionals knowledgeable about the candidate.

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM

Model Standards for Beginning Teachers Licensing and Development

- Principle # 1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Principle # 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle # 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle # 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle # 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- Principle # 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle # 7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.
- Principle # 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Principle # 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

INTASC: Interstate New Teacher Assessment and Support Consortium is a program of the Council of Chief State School Officers, established in 1987 to enhance collaboration among states interested in rethinking teacher assessment for initial licensing as well as for preparation and assessment into the education profession.

INTASC Core Model Standards: These standards are model standards developed by INTASC for beginning teacher licensing and development.

STANDARDS-BASED TEACHING IN WORLD LANGUAGES

The *Indiana Standards for Teachers of World Languages* should guide the work of all Indiana World Language teachers since it is the basis for evaluating teacher mastery of the performance standards.

The standards reflect that **the purpose of language use is to convey meaning in a variety of contexts.** When introduced and taught in meaningful situations, the learner acquires competency in language usage for real-world communication. Integrated language instruction allows the learner to combine the skills of listening, speaking, reading and writing while utilizing knowledge of culture – its products, practices and perspectives.

In a standards-based classroom, inquiry is fundamental to learning. Inquiry allows students to make new discoveries, extend their knowledge, apply ideas and skills to real-life situations, and deepen their understandings of what they already know. Beginning World Language teachers should possess:

- strong language proficiency so they can model the language in the classroom and provide students with opportunities for interaction in order to practice and to internalize the language
- knowledge of the people and cultures of the countries where the language is spoken to provide appropriate contexts for learning
- an understanding of research in second-language acquisition and knowledge of pedagogy in the field, in the planning and implementation of lessons
- energy and enthusiasm for the language and for working with students in ways that develop communicative competence
- an ability to create a positive learning environment that values all students, encourages exploration of examples and mistakes, and systematically evaluates ongoing student learning in a variety of ways

In a standards-based classroom, assessments should be varied. Students should demonstrate their knowledge and achievements in ways consistent with the learning strategies they practiced. Teachers can use the assessment results to help individual students continue to grow, to inform instruction, and to improve upon their own teaching practice.

The assessment portfolio is focused to document the beginning teacher's ability to demonstrate the following teaching practices described by the content-specific *Indiana Standards for Teachers of World Languages*:

- how to plan and implement a learning unit
- how to engage students in exploring important World Language concepts and developing linguistic proficiency within a cultural context
- how to assess student progress in achieving unit goals
- how to reflect on the student learning process and the quality of the teaching

To access the Indiana Standards for Teachers of World Languages, go to the IPSB website:

Indiana Professional Standards Board

www.in.gov/psb

Click on "Standards"

OVERVIEW OF THE WORLD LANGUAGES TEACHING PORTFOLIO

TASK	WHAT TO DO	WHAT TO SUBMIT
PART A: THE CONTEXT OF YOUR TEACHING	<ul style="list-style-type: none"> ✓ Describe the portfolio course, class and students. ✓ Select, adapt or design a unit that explores a world language concept in a cultural context. ✓ Describe expected student learning during the unit. ✓ Describe the daily lesson activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaching Portfolio Class Profile Form (Appendix T.1) <input type="checkbox"/> Introduction to the Teaching Portfolio Unit (up to 2 pages) <input type="checkbox"/> 4-6 Daily Logs (Appendix T.2)
PART B: IMPLEMENT INSTRUCTION	<ul style="list-style-type: none"> ✓ Document your role as instructor, speaking in the World Language. ✓ Document your role as facilitator of promoting students' interacting in the World Language. ✓ Analyze your teaching and students' learning as documented in the two videotaped segments. 	<ul style="list-style-type: none"> <input type="checkbox"/> Original videotape containing two (15-20 minute) lessons/lesson segments and one copy of the videotape <input type="checkbox"/> Videotape Labeling Form (Appendix T.3) for original and copy of the videotape <input type="checkbox"/> Video Commentary (up to 2 pages)
PART C: ASSESS STUDENT LEARNING	<ul style="list-style-type: none"> ✓ Provide background information on the two students you have selected. ✓ Collect evidence of student progress toward linguistic and cultural proficiency. ✓ Evaluate the learning progress of the featured students 	<ul style="list-style-type: none"> <input type="checkbox"/> Student Profile Form (Appendix T.4) <input type="checkbox"/> Student work samples <input type="checkbox"/> Evaluation criteria used to evaluate student performance <input type="checkbox"/> Commentary on student performance (up to 2 pages)
PART D: ANALYZE YOUR TEACHING	<ul style="list-style-type: none"> ✓ Analyze the effectiveness of your teaching based on the learning of the students in your class 	<ul style="list-style-type: none"> <input type="checkbox"/> Summary Commentary (up to 3 pages)

MAXIMUM NUMBER OF COMMENTARY PAGES: 9 PLUS DAILY LOGS, STUDENT WORK

THE PROCESS FOR THE EVALUATION OF THE WORLD LANGUAGES TEACHING PORTFOLIO

The teaching portfolios submitted during a beginning teacher's second year of participation in IMAP are scored during the summer. Each portfolio is evaluated by at least two experienced educators with extensive teaching experience in the same content area as the beginning teacher. Each scorer has had at least 50 hours of comprehensive training in the scoring of portfolios and has met a proficiency standard prior to participating in formal scoring.

The Portfolio Evaluation Process

1. Collecting and recording evidence through note taking

At least two scorers, working independently, will review your portfolio for the purpose of recording evidence.

2. Interpreting the evidence

Evidence is then organized around a series of **Guiding Questions** that are derived from the *Indiana Standards for Teachers of World Languages*. (Guiding Questions are found in this handbook under the heading "Framework for the Evaluation of the World Language Teaching Portfolio.")

3. Evaluating the quality of the teaching documented in the portfolio

Independently, each scorer identifies patterns of evidence that are applied to a scoring rubric. Then, using the patterns of evidence and a decision guide, an overall portfolio score is assigned.

4. Reaching an agreement on the score

Once each scorer has reached a decision about the quality of the portfolio, then both scorers reconvene, review their individual evaluations, and reach agreement on a final portfolio score.

5. Re-scoring of portfolios not meeting the acceptable performance standard

Any portfolio that does not meet the performance standard of "Acceptable" is re-scored by another portfolio scorer. If the second portfolio evaluation is again scored "Conditional," then a Lead Scorer will read the portfolio for score confirmation.

6. Providing information about the portfolio

An individual Portfolio Performance Profile that summarizes performance on the portfolio according to the scoring rubric will be sent to you in September. Only your portfolio results will be sent to your superintendent of schools in accordance with state regulations.

7. Additional performance feedback

Teachers whose portfolios do not meet the "Acceptable" standard are eligible for a personal conference with a portfolio scorer who will provide individualized feedback to the teacher about his/her portfolio evaluation.

FRAMEWORK FOR THE EVALUATION OF THE WORLD LANGUAGES TEACHING PORTFOLIO¹

The framework for the teaching portfolio evaluation is organized around the following **Guiding Questions** that portfolio scorers use to analyze evidence from the portfolio. Beginning teachers may use these questions to assess the quality of their own portfolios.

Category I: INSTRUCTIONAL DESIGN

How well does the teacher design a unit that enables students to explore World Language concepts and develop proficiency in a cultural context?

- I.1 In what ways does the teacher demonstrate accurate and appropriate knowledge of content and pedagogy in the design and organization of instruction?
- I.2 In what ways does the teacher align instructional objectives, teaching strategies and assessments?
- I.3 In what ways does the teacher's selection of materials and activities support the development of skills and concepts for all students?
- I.4 In what ways does the teacher create a cultural context for the unit of learning?

Category II: INSTRUCTIONAL IMPLEMENTATION

How well does the teacher demonstrate the roles of an instructor and a facilitator in the learning process?

- II.1 In what ways does the teacher establish the language as the medium of communication in the classroom?
- II.2 In what ways does the teacher establish and ensure a learning environment that embodies the practices, perspectives and products of the culture(s) being studied?
- II.3 In what ways does the teacher establish a climate of openness, tolerance, mutual respect and support of all cultures and backgrounds?
- II.4 In what ways does the teacher demonstrate the dual roles in (1) modeling language and learning and (2) facilitating student performance?
- II.5 In what ways does the teacher provide the students with opportunities for meaningful interaction in the language?
- II.6 In what ways does the teacher assess student learning?

Category III: ASSESSMENT OF LEARNING

How well does the teacher assess students throughout the learning process?

- III.1 In what ways does the teacher communicate expectations for student performance?
- III.2 In what ways does the teacher involve the students in the assessment of their performance?
- III.3 In what ways does the teacher gather information about class-student performance?
- III.4 In what ways do teacher modifications impact individual student performance?

Category IV: ANALYSIS OF TEACHING

How well does the teacher analyze his/her teaching and professional growth based on student learning?

- IV.1 In what ways does the teacher use collected data to analyze and improve instruction?
- IV.2 In what ways does the teacher demonstrate an understanding of the effective strategies that promote learning and those that are less effective.

¹ Guiding Questions are annually reviewed by committees of practitioners, and may be clarified as part of establishing benchmarks of performance for portfolio scoring.

STANDARDS OF PERFORMANCE FOR IMAP TEACHING PORTFOLIOS

Acceptable Standard of Performance

Level 4: demonstrates an **advanced** level of competence in meeting the standards

Level 3: demonstrates a **proficient** level of competence in meeting the standards

Level 2: demonstrates a **competent** level of competence in meeting the standards

Consequence: eligibility for the Proficient Practitioner License provided all other requirements are met

Conditional Standard of Performance

Level 1: demonstrates a **conditional** level of competence in meeting the standards

Consequence in Year Two: eligibility for a third year in the IMAP and resubmission of a teaching portfolio

Consequence in Year Three: ineligibility for the Proficient Practitioner License

Unacceptable Standard of Performance

- 1) **Not scorable/incomplete:** deficiencies in the portfolio documentation resulting from directions not followed or missing components, thereby preventing the portfolio from being scored in a fair or reliable manner.

Consequence in Year Two: eligibility for third year in the IMAP and resubmission of a teaching portfolio

Consequence in Year Three: ineligibility for the Proficient Practitioner License

- 2) **Score of “0”: Violation of the Code:** evidence of conduct constituting any impropriety or offenses as listed in Indiana Code 20-6.1-3-7

Consequence in Year Two: eligibility for third year in the IMAP only if requested in writing by the superintendent of schools

Consequence in Year Three: ineligibility for the Proficient Practitioner License

STANDARDS OF COMPLETION FOR IMAP TEACHING PORTFOLIOS

Each beginning teacher seeking eligibility for a Proficient Practitioner License must meet the following standards of completion.

Definition of Standards of Completion

The standards of completion have three components: comprehensiveness, adequacy, and timeliness of submission, all of which must be met.

1. Comprehensiveness

All components of the teaching portfolio are present: lesson logs, videotape(s), student work, and commentaries (as outlined in portfolio handbook guidelines).

2. Adequacy

The contents of the portfolio reflect that the beginning teacher *has followed the portfolio handbook directions* with regard to the following:

- the period of time teaching is documented
- type of lesson and duration of lesson segments recorded on videotape
- nature and quantity of student work
- content of the lesson commentaries (i.e., teacher's narrative is consistent with the questions asked)

3. Timeliness of Submission

The portfolio must be received by the specified deadline (*on or before May 1*). Exemptions to this deadline must be requested in writing to the Indiana Professional Standards Board (IPSB) and will only be granted upon a finding of good cause.

Conduct in Accordance with the Code

The teaching documented in the portfolio must reflect professional and ethical conduct.

Consequences for Failure to Meet Standards of Completion at End of Year Two

The beginning teacher will be required to participate for an additional year in the IMAP and re-submit a portfolio during year three. A copy of the letter informing the beginning teacher that he/she has not met the standards of completion will be sent to the superintendent and principal.

Consequences for Failure to Meet Standards of Completion at End of Year Three

The beginning teacher is considered to have not met the IMAP requirements and is not eligible for a re-issuance of the Initial Practitioner License. In order to be eligible to teach in the future in an Indiana public school, the candidate must petition the IPSB to determine future eligibility for an Initial Practitioner License.

INVALIDATION OF TEACHING PORTFOLIO SUBMISSIONS

Portfolio scorers file a Portfolio Incident Report when they encounter situations or problems that may interfere with scoring the portfolio overall or with scoring the portfolio in a fair or reliable manner. Examples of invalid submissions include but are not limited to the examples listed below:

- Portfolio handbook directions are not followed.
- Components of the portfolio are missing (e.g., commentaries, student work or videos).
- Work samples or other materials are illegible.
- Technical problems with the videotape (e.g., no audio, inadequate length).
- Some or all of the student work or the video is from a class other than the one highlighted in the portfolio unit.
- Student work is not original.
- There is evidence that a videotaped segment has been edited.
- There is evidence that portions of the portfolio submission (e.g., commentaries, videos) are not the beginning teacher's work or represent work that has been plagiarized.
- There is evidence that ethical codes of conduct have been breached.

The Portfolio Incident Report is then referred to the IMAP Review Committee which will determine whether there is sufficient evidence to warrant the invalidation of the portfolio submission, thereby requiring subsequent re-submission of a portfolio or another alternative as determined by the IMAP.

Note 1: Any substantiated evidence of plagiarism or other unethical practice will result not only in a portfolio being considered "unacceptable," but also in notification to the superintendent of schools.

Note 2: The Indiana Professional Standards Board reserves the right to share the contents of a Portfolio Incident Report, as well as the portfolio itself, with the school district if there is evidence in the portfolio that the safety or well-being of students has been jeopardized.

REQUIRED TEACHING PORTFOLIO FORMAT

Materials Required for Portfolio Submission

In order to assemble your teaching portfolio, you must obtain the following materials:

- several blank VHS videotapes to tape lessons

Note: Do not submit mini-cassettes.

Note: Submit the original tape and one copy. Keep a copy for yourself.

- one letter-size (8 ½" x 11") accordion folder without flaps or ties

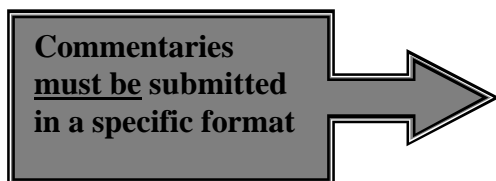
Note: Do not enclose individual portfolio pages in plastic page protectors.

Documentation and Commentaries

Preparing the portfolio requires collecting students' work, videotaping specific events in class, and writing commentaries that explain the choice made as a teacher (e.g., what was taught, how it was taught, and why certain decisions were made). The teaching portfolio is composed of two general types of information: documentation and commentaries.

Documentation includes items such as lesson logs, students' work, assessment tools, and videotapes.

Commentaries are the written responses and reflections to specific questions in each part of the portfolio guidelines. Page limits are identified for commentaries in each portfolio part.



- **typed or computer processed on 8 ½" x 11" white paper**
- **double-spaced with 1" margins**
- **single-sided**
- **non-script type font no smaller than 12-point size**

Note that commentaries and video segments must adhere to page or time limitations as specified in the portfolio. Scorers are instructed not to read additional text or view more video beyond these limitations.

Pagination

The Teaching Portfolio Class Profile Form (Appendix T.1) is the first page of the portfolio, but **is not numbered**. The pagination process starts with the next page. Make sure that every page of your portfolio is paginated, including student work. (Page numbers may be handwritten.)

Candidate Identification Number

Your **Candidate Identification Number (Candidate ID #)** is composed of your Social Security Number preceded by codes to indicate your content area and the year of submission.

For World Language, the coding is as follows: WL + last two digits of submission year + SSN (e.g., **If the submission year were 2003 and your Social Security Number were 123-45-6789, the code would be WL03123-45-6789**).

Label **all** portfolio pages (documentation, student work, and commentaries) with your Candidate ID #. If a word processor is used, include your Candidate ID# as a running header or footer on every page of the portfolio.

Confidentiality

Every effort is made to keep your name, school, and students' names confidential. The portfolio and related materials may be used for training scorers and mentors, but your identity will be kept private. If your portfolio is to be used for any other purpose, written permission will be requested. See Appendix V.3 for an explanation of BTAP policies related to portfolio materials.

Do not use your name or the name of your school in any part of your portfolio documentation. If it appears in any documentation, use "white out" fluid, correcting tape, or black marker to conceal it.

The student work included in the portfolio must be original and authentic, not transcribed by someone else. One-sided photocopies that are legible are acceptable. **Remove students' names from any written student work** submitted. If necessary, use "white-out" fluid, correction tape, or black marker to conceal students' names.

Videotaping

Prior to videotaping, notify parents or guardians of students in your class about the purpose of the videotapes required for your portfolio submission. English and Spanish parent/guardian notification forms are available at Appendices V.1 and V.2. Do not submit the signed forms as part of your portfolio but do keep them on file. **Do not submit mini-cassettes.**

When submitting the VHS videotapes (the original and one copy), **label both cassettes with only your Candidate ID #.** During videotaping, however, don't worry about calling students by name, or having them address you by name. Note that your name and other identifying information will remain confidential to the portfolio scorers.

Important Forms to Include with Your Portfolio

- ✓ Complete the following four forms. Place them in numerical order, paper clip them as a group, and place in your accordion folder in front of the actual portfolio.

Do not include them as part of the pagination of your portfolio. They will be processed separately.

- **Return Receipt Form (Appendix R.1)**
This will be date stamped and returned to you following receipt of your portfolio.
- **Teaching Portfolio Authenticity Sign-Off Form (Appendix R.2)**
- **Teacher Demographic Information Form (Appendix R.3)**
- **Portfolio Reflection Form (Appendix R.4)**

DIRECTIONS FOR SUBMISSION OF THE TEACHING PORTFOLIO

(Subject to change from pilot study)

Assembling Your Portfolio

- ✓ Into **ONE** letter-sized (8 ½ x 11 inch) accordion folder, submit the following:
 - paper clipped packet of completed forms R.1, R.2, R.3, and R.4
 - the original portfolio
 - one clearly readable, single-sided copy of the portfolio, including copies of students' work

Note: Be sure that double-sided originals are copied completely.

Note: Secure the original and the copy of the portfolio with binder clips.

- the original VHS videotape labeled with your **Candidate ID #**
 - one copy of VHS videotape labeled with your **Candidate ID#**
- ✓ **Retain a complete copy of the portfolio and one copy of the videotape, to ensure that the portfolio can be replaced if lost or misdirected in the mail. Remember, mini-cassettes will not be accepted.**
- ✓ **Before submitting the portfolio, it is your responsibility to ensure that all required documents and forms are included and that the videotape meets the acceptable technical quality criteria outlined in Appendix V.4. An incomplete portfolio is considered a “non-scorable” portfolio and will require that the teacher re-submit a portfolio during a third year of participation in the IMAP.**

Deadline for Submission

Second year teachers: Completed portfolios must be postmarked on or before **May 1**.

Third year teachers: Teachers who are redeveloping a portfolio because of having previously received a “Conditional” score must submit their new portfolios to the address indicated below by **February 1**, to ensure notification of the results of this assessment prior to April 1. Any portfolios submitted after February 1, will not be scored until the following summer, with score notification in September.

Delivery and Mailing Address

Via U.S. Mail, Express Mail, or Hand-Delivery to:
 Indiana Professional Standards Board
 101 W. Ohio Street, Suite 300
 Indianapolis, Indiana 46204
 ATTN: IMAP Portfolio Assessment
 Phone: 1-317-232-9010 or 1-866-542-3672

HOW TO GET HELP WITH THE TEACHING PORTFOLIO

The first point of contact for problems or issues with the IMAP is the principal or District Facilitator. He/she is responsible for ensuring that your certified mentor/mentor team provides appropriate instructional support, and for facilitating opportunities for certified mentors/mentor teams to meet on a regular basis.

A two-year series of content-specific support seminars have been piloted and tested to assist beginning teachers in their understanding of teaching and student standards to enhance student learning. Models for these seminars linked to specific examples of activities are available on the IPSB website. These models are provided to assist schools in developing programs of support for beginning teachers in the IMAP.

State Information Website
 Indiana Professional Standards Board
www.in.gov/psb

SECTION III: GUIDELINES FOR THE DEVELOPMENT OF THE WORLD LANGUAGES TEACHING PORTFOLIO

Key decisions are necessary during portfolio development.

Give Yourself Time

Start early. Identify a timeframe for completion of the portfolio, and try to allow adequate time to design, implement and reflect on the portfolio unit.

Identify a Colleague or Colleagues to Support You in This Project

The primary goal of any evaluation of teaching is to improve teaching and to promote professional development. During the process of assembling your portfolio you will have an opportunity to do the following:

- examine and revise your assumptions about teaching and learning in World Languages
- analyze and evaluate the effectiveness of your own teaching
- experiment thoughtfully with different strategies in the classroom
- establish goals for professional growth

Teaching should not be an isolated activity. **Confer with professional colleagues** within your school or other professional arenas to explore new ideas in the teaching of vocational education. Throughout this process reflect on your teaching, share experiences with colleagues, and seek and give feedback to each other.

Work with a professional colleague, or certified mentor, to help you with the development of this portfolio. **This colleague should be an experienced teacher, supervisor, or teacher educator who has a deep understanding of the standards.** If the certified mentor assigned to you is an educator of your content area with whom you have developed a good working relationship, that person can offer assistance as you compile your portfolio. However, you may choose to ask another educator to assist you, or may decide to work with two colleagues to take advantage of differing areas of expertise. **The colleague should be an individual with whom you can develop a level of trust and comfort that will promote sharing ideas, risk-taking, and a willingness to critique work.** This colleague should provide support as you prepare your portfolio, select lessons, videotape lessons, and reflect on and evaluate your work.

Identify a Series of Lessons as the Focus of Your Portfolio

One strength of a portfolio is that it provides scorers with multiple sources of information about your teaching. The portfolio documents a sample of your teaching over a 2-week period of time.

Identify a series of lessons that will showcase the following:

- the **kinds of tasks or lessons** that characterize your teaching
- the **type of discourse/discussion** that typifies your classroom
- the **environment** you have established for learning
- your **analyses of students' learning and your teaching**

The content should be important for the students at their level of learning. The students need to be actively engaged. Review the *Indiana Standards for Teachers of World Languages*. Also use the

Indiana Academic Standards for World Languages. Any school world language lesson that is aligned with the *Indiana Academic Standards for World Languages* can be turned into a portfolio unit. Copies of the academic standards are available at the Department of Education website:

www.doe.state.in.us
Click on “Academic Standards”

Identify Two Students to Highlight in the Portfolio

Choose two students who are different from each other and who capture some of the instructional challenges that this class of students presents. Show the ways you address different learners in your classroom. Avoid choosing a student who is chronically absent. One student may be typical of the class; another may be gifted, new to the school, experiencing academic difficulties, struggling with the content, identified as having a physical, sensory, behavioral, or learning disability. Student work samples should be directly connected to your stated goals, objectives, and to your planned lessons. Student work samples should be in response to meaningful tasks that engage students in **higher levels of thinking** (problem solving, application of ideas and concepts) **not rote tasks**.

Promote Student Engagement

Design lessons to ensure that all students have the opportunity to explore concepts, and that their interactions with you and each other offer evidence of standards-based instruction in the target language.

Video segments should show how you facilitate discourse. The primary focus should be on your teaching, on students interacting with you and among themselves, and on your ability to foster discourse around the key concepts you are trying to develop. Review Appendix V.3 for guidelines on videotaping.

Work with your colleague to identify a series of lessons that will meet these requirements and illustrate your best teaching. If teaching the same course to several classes, **choose one class** as the focus for this portfolio and include examples for only that specific class in the portfolio.

After selecting a colleague and deciding on a focus, in terms of lessons, class, and students for the portfolio, you are ready to begin the assessment. Pay close attention to the **Guiding Questions** and to the *Indiana Standards for Teachers of World Languages* to focus your commentaries for the portfolio.

PART A: THE CONTEXT OF YOUR TEACHING

In Part A, provide an introduction to the community in which you teach, the class selected for this assessment, and the highlighted students.

Task A.1: Teaching Portfolio Class Profile

☒ Complete the Teaching Portfolio Class Profile Form (Appendix T.1) to set the context for your teaching. This form will be the first page of your portfolio.

Task A.2: Introduction to the Teaching Portfolio Unit

- ☒ Write a brief (no more than 2 pages) description of your unit, responding to the following questions or prompts:
 - ✎ What are the **central concepts and questions** that students will explore in this unit? How are these concepts connected to student learning before and after this unit?
 - ✎ How are the **perspectives, practices, and products** of the culture embedded in this unit?
 - ✎ What do you know about your students' development, backgrounds and abilities?
 - ✎ What are the **instructional materials** you have chosen to incorporate into your unit? How do these materials support students' exploration of concepts and development of proficiency in a cultural context?

Task A.3: Daily Logs

- ☒ For each consecutive lesson, complete a Daily Log form found in Appendix T.2. These daily logs will provide scorers with a detailed picture of your instruction and your students engaged in learning. You can make multiple copies of the form. Fill out the top of the sheet completely. Sequence the Daily Logs from the first to the last lesson. Use the following questions to frame your comments on the logs:

LESSON OBJECTIVES:

- ✎ What did you expect your students to learn during the lesson? (e.g., concepts, skills?)

LESSON ACTIVITIES:

- ✎ How were the lessons' activities designed to meet these objectives? Outline the design and sequence of the daily learning activities.
- ✎ How did the activities build on previous instruction and how will they connect to subsequent learning during the unit?

TEACHER ACTIONS

- ✎ Describe the instructional strategies you used to support student learning. (e.g., grouping strategies, props, language cues)
- ✎ How did you interact with students during the activity?

STUDENT ACTIONS:

- ✎ What materials did the students use or produce?

REFLECTIONS:

- ✎ What did you find out from formal and informal assessments about students' understanding of the main question and concepts of the unit?
- ✎ What adjustments, if any, will you make to the next lesson based on student performance?

What to Submit

- ☒ Teaching Portfolio Class Profile Form (Appendix T.1)
- ☒ Introduction to the Portfolio Unit (maximum 2 pages)
- ☒ Daily Logs

Key Elements in the Evaluation of Part A

When reading portfolio entries, scorers will look for the key evidence listed below.

- 🔑 The teacher has definite goals with clear objectives that build students' linguistic and cultural competence.
- 🔑 The teacher designs a well-organized unit that connects to prior and subsequent learning and includes periodic assessments.
- 🔑 The teacher shows evidence of a cultural setting for linguistic development and a positive learning environment.
- 🔑 The teacher demonstrates thorough knowledge of the language and culture.
- 🔑 The teacher facilitates student learning through a variety of appropriate and coherently sequenced activities.
- 🔑 The teacher uses a variety of authentic materials, instructional strategies and assessments.
- 🔑 The teacher plans instruction to address the needs, interests, and learning styles of the students and uses activities that foster language acquisition, inquiry, and active learning.

PART B: IMPLEMENT INSTRUCTION

World Language teachers assume the dual role of instructor and facilitator of learning. In your role as instructor, the ways in which you interact, model language, structure learning and use questioning strategies are critical components of effective teaching. The learning environment you create embodies the language and culture you expect your students to comprehend and interpret. You assist your students as they develop concepts, make connections to prior learning, and apply these concepts to real life situations. In your role as facilitator, you provide opportunities for students to engage in purposeful communication and to demonstrate cultural understanding. You encourage, monitor and support student interaction in the world language.

- ✓ Review your unit plan outlined in Part A. Determine which segments on video can best represent your teaching and student learning in the world language. This provides the context for the segments you will videotape.
- ✓ Send notification to parents/guardians of your students about videotaping in your classroom (see *Appendix V.1 and V.2*).

Task B.1: Videotape Your Selected Class

- ✓ Review your unit plan carefully to determine which lesson segments can best illustrate your dual roles as instructor or facilitator.
- ✓ Videotape **two segments of 15 to 20 minutes** each (or **two 15-20 minute lessons**) which demonstrate:

SEGMENT 1 – Your Role as Instructor

This segment focuses on you as you introduce language concepts to your students in cultural context. You structure learning and connect it to prior and subsequent instruction. Your teaching and the interchange between you and students **must be in the world language**.

SEGMENT 2 – Your Role as Facilitator of Student Performance





This segment highlights your role in promoting student interaction in the world language. The activity you provide is a framework in which students interact in the language and explore the practices, perspectives and/or products of the culture. Monitor and support students' performance as they complete the activity. Exchanges should be observable and audible for the scorers. The interchange between students **must be in the world language**.

- ✓ Prepare the videotape for submission including only the **two 15-20 minute** segments. You have two editing options: erase everything except the **two 15-20 minute segments** or copy the segments from an original tape onto a new tape. Using either option be sure to allow at least 15 seconds of tape to advance before you start taping each segment and allow at least 15 seconds between each segment.
- ✓ Label the final tape to be submitted with your Candidate ID# and complete the Videotape Labeling Form (see Appendix T.3), including the content and nature of each videotaped segment in the order in which it appears on the videotape. Wrap the form around the videotape cassette and secure it with a rubber band.
- ✓ **Make two copies of the final tape and of the Videotape Labeling Form.** Wrap the forms around the videotape cassettes and secure with rubber bands.

Task B.2: Video Commentary





Segment 1: Your Role as Instructor

Write a short commentary on a separate sheet (maximum 1 page) describing the first videotaped segment. Address the following questions to help focus your comments and cite specific evidence from the video segment when appropriate.




-  How does the instruction lead the class to achieve the daily lesson objectives and unit goals outlined in Part A?
-  How did you promote student learning/performance in a cultural context?
-  What strategies did you use to engage students in the learning?
-  What is the evidence that students met the objectives?

Segment 2: Your Role as Facilitator of Student Performance

Write a short commentary on a separate sheet (maximum 1 page) describing the second videotaped segment. Address the following questions to help focus your comments and cite specific evidence from the video segment when appropriate.

-  How did the instructional strategies support successful student interaction?
-  How did you encourage, monitor and support student interaction?
-  How did the interaction of the students advance their communication skills?
-  How did the students demonstrate their understanding of cultural practices and/or perspectives?

What to Submit:

-  Original videotape containing two lessons/lesson segments and a copy of the videotape
-  Two copies of Videotape Labeling Form (Appendix T.3) wrapped around original and the copy of the videotape
-  Video Commentary (up to one page for each segment)

Key Elements in the Evaluation of Part B

When reading portfolio entries, scorers are looking for the key evidence listed below.

- 🔑 The teacher models the language and structures the learning in ways relevant to students in the class and creates opportunities for the students to interact in the language with one another and the teacher.
- 🔑 The teacher creates a cultural context for learning and a positive learning environment where students use the language for communication and demonstrate cultural understanding.
- 🔑 The teacher encourages students to use critical and creative thinking patterns while developing linguistic and cultural competencies.

PART C: ASSESS STUDENT LEARNING

Assessment should serve as a learning opportunity for the teacher and the students. It should systematically measure each student's progress toward the lesson objectives. Assessment of student learning helps you reflect on and identify effective instructional strategies and modify less effective practices.

Assessment should provide evidence that leads the teacher to use additional strategies that meet the needs of individual students. Teachers can assess student learning informally as they monitor students for understanding. Formal assessments (e.g. traditional quizzes and tests, cued and structured responses) allow the teacher to determine the extent to which the students have met the lesson objectives. These assessments should include tasks that directly call forth the learning the teacher wishes to measure. Performance-based assessments (e.g. projects, performances or creative writing) are also useful in measuring student learning.

The evaluation criteria used to review student work should be defined, shared and understood by the students so that they can internalize these criteria and develop the habit of self-evaluation. Formal assessments (both traditional and alternative) should include clear expectations for success that are shared with students prior to the assessment.

Task C.1: Documentation of Students' Learning

- ✓ Select two (2) students who have demonstrated different levels of performance related to the goals and instruction you documented during the unit.
- ✓ Collect and include from each of the two featured students 3 to 5 samples of work used to assess student performance during the unit.
 - Ensure that all student work contains the date that it was submitted.

- Label each student's work with the corresponding lesson to which it pertains. Provide the students' original work including any evaluation and feedback provided on the work. Be sure that scorers can distinguish your feedback from the students' work.
- Remove the students' names from all documentation and label as Student A and Student B. If photographs of projects or posters are submitted, make sure that they conform to the 8 ½" x 11" guidelines.
Oral presentations may be submitted as part of the video from Task B.2. Include a copy of the evaluation criteria you and/or your students used to assess the quality of student learning.

Task C.2: Evaluation of Students' Learning





- ☒ Complete a Student Profile Form (Appendix T.4) for each of the two featured students and provide the information requested for each student.
- ☒ Write a commentary (up to 2 pages) in which you provide answers to the following questions:
 - ✎ How did you communicate expectations for student success in the learning activities? How did you provide feedback to students about the quality of their work?
 - ✎ How did the work of Student A and Student B reflect their understanding of the goals for the unit?
 - ✎ As a result of analyzing student work, what modifications, if any, did you make to assist these two students on achieving the lesson objectives? Explain the need for these modifications by citing specific evidence from student work or the videotaped lessons.
 - ✎ How did the work of the two featured students relate to the performance of the class as a whole?

What to Submit:

- ☒ Student Profile Form (Appendix T.4)
- ☒ Student Work Samples (3 to 5 per student)
- ☒ Evaluation criteria used to evaluate student performance
- ☒ Commentary on Student Performance (2 pages)

Key Elements in the Evaluation of Part C

Portfolio scorers will look for the key evidence listed below.





-  The teacher uses assessments that measure student progress toward the stated learning objectives.
-  The teacher uses a variety of assessments, both formal and informal, with clear directions for students' work and feedback that provides an indication of their progress.
-  The teacher monitors student learning and performance, identifies the need for modifications, provides support, and makes appropriate adjustments.
-  The teacher clearly explains the rationale for the selection of the two featured students, and the impact of the teacher's intervention as it relates to the performance of the entire class.

PART D: ANALYZE YOUR TEACHING

Effective teachers engage in reflection in order to assess the quality of their work, validate effective practices and identify changes necessary to improve their teaching. This ongoing analysis, based on student learning, directs professional practice and influences the development of students' world language proficiency.

- Self-evaluation and collegial input help you reflect on the quality of your work and consider the changes you will make to meet the needs of all students.
- Reflect on episodes during individual lessons that were significant (i.e., what happened bothers you, excites you, causes you to rethink your initial ideas, or convinces you that your initial ideas were valid).

Task D.1: Summary Commentary Reflecting on Your Teaching and Student Learning

-  Write a commentary (up to 1 page per question) responding to the following questions. Refer to specific evidence from the portfolio tasks to support your responses.
-  What did you learn from your various experiences during this unit about how to effectively support students' acquisition of language and their understanding of culture?
 -  What understandings did you gain about your students' progress toward meeting the objectives in this particular unit? Cite specific evidence to support your insights.
 -  What changes, if any, would you make in your planning, instruction and/or assessments the next time you teach this material to a similar group of students? Explain your response.

What to Submit:

- ✉ Summary Commentary

Key Elements in the Evaluation of Part D

When reading your portfolio entries, scorers are looking for the key evidence listed below.

- 🔑 The teacher provides a comprehensive analysis that comments on the effectiveness of interconnecting the planning, instruction, and assessments of the unit and shows how these aspects of teaching support student learning.
- 🔑 The teacher reflects daily and critically reviews his/her role in developing the linguistic and cultural competence of the students in the reflection.
- 🔑 The teacher analyzes student performance and then reflects on the relationship between instructional modifications and their impact on student learning.

PORTFOLIO ASSEMBLY CHECKLIST

Ensure that your portfolio includes the following materials **in the following order**:

☒ **APPENDICES R.1, R.2, R.3, AND R.4**

- ☐ **Complete the four forms.**
 - ☐ Return Receipt Form (Appendix R.1)
 - ☐ Teaching Authenticity Sign-off Form (Appendix R.2)
Be sure it contains your Candidate ID #.
 - ☐ Teacher Demographic Information Form (Appendix R.3)
 - ☐ Teaching Portfolio Reflection Form (Appendix R.4)
- ☐ **Photocopy each form and keep the photocopies for your records.**
- ☐ **Arrange the original forms in numerical order, fasten with a paper clip, and place in your accordion folder.**

☒ **PORTFOLIO**

- ☐ **Assemble the following forms, documentation and commentaries in the order listed below.**
 - ☐ Task A.1: Teaching Portfolio Class Profile Form (Appendix T.1)
(This completed page is the first page of the portfolio, but **do not number this page.**)
 - ☐ Task: A.2: Introduction to the Teaching Portfolio Unit
(The pagination starts here.)
 - ☐ Task A.3: Daily Logs
 - ☐ Task B.2: Videotape Commentary
 - ☐ Task C.1: Documentation of Student Learning
 - ☐ Task C.2: Evaluation of Student Learning
 - ☐ Task D.1: Summary Commentary Reflecting on Your Teaching and Student Learning
 - ☐ **Paginate your portfolio. Verify that pages were properly paginated.**
 - ☐ **Verify the following:**
 - ☐ Your portfolio has been typed on 8½" x 11" white paper, single-sided, double-spaced in a non-script font no smaller than 12-point.
 - ☐ Your name, the school name, and students' names have been removed from all portfolio documents, including handwritten materials.
 - ☐ Your **Candidate ID #** appears on each page of the portfolio.
 - ☐ All student work includes the corresponding lesson number to which it pertains, or the lesson number when the work was assigned and accompanying handouts or directions.
 - ☐ Handwritten documents (e.g., students' work, teacher feedback) are legible.
 - ☐ **Make two (2) photocopies of the portfolio.**
 - ☐ **Verify that copies are one-sided, all student work is photocopied, and every page is legible.**
 - ☐ **Secure your original with a binder clip. Secure each copy with a binder clip.**
- Do not enclose individual portfolio pages in plastic page protectors.***
- ☐ **Place the original and one copy into your accordion folder. Keep one copy for your records.**

☒ **VIDEOTAPE**

☐ **Verify the following:**

- ☐ Videotape segments follow the guidelines outlined in Task B.1: Videotape Your Selected Class.
- ☐ Videotapes (original and two copies) are of sufficient technical quality (i.e., students and teacher can be clearly heard) and are not mini-cassettes.

Videotapes of insufficient quality will not be accepted and your portfolio will be deemed incomplete.

- ☐ Your **Candidate ID #** appears on your videotapes (original tape and two copies).
- ☐ **Place the original tape and one copy of the tape into your accordion folder.**
Keep one copy for your records.

What to Submit in Accordion Folder:

- ☒ **a packet of forms R.1-R.4, paper clipped**
- ☒ **the original portfolio, binder clipped**
- ☒ **one legible copy of the portfolio, binder clipped**
- ☒ **the original videotape labeled with Candidate ID#**
(no mini-cassettes)
- ☒ **one audible copy of the videotape labeled with Candidate**
ID# (no mini-cassettes)

SECTION IV: APPENDICES

APPENDIX R.1: RETURN RECEIPT FORM

Indiana Mentoring and Assessment Program

Directions: *Complete this form and place it as the first item in you accordion folder when you submit your portfolio.*

Mailing or Delivery Date of Portfolio: _____

Candidate Identification (ID) Number: _____

Candidate Name: _____

Address to which this receipt should be mailed:

Home Address (if different):

Telephone Number: _____

Email Address(es): _____ (home)

_____ (school)

Superintendent's Name: _____

School District/School Name _____

Mailing Address: _____

School Telephone Number: _____

Optional: If you wish a copy of this receipt mailed to your superintendent, please check the box below.
This will be done at the time of portfolio receipt.

? *Please send a copy of this receipt to my superintendent.*

APPENDIX R.2: TEACHING PORTFOLIO AUTHENTICITY SIGN-OFF FORM

Indiana Professional Standards Board Indiana Mentoring and Assessment Program

DIRECTIONS: *Please complete and place in your accordion folder when you submit your portfolio.*

This teaching portfolio has been submitted as part of completing the Indiana Mentoring and Assessment Program and meeting requirements for eligibility for the Proficient Practitioner License. This attestation is an acknowledgment that the **ultimate responsibility for compiling the portfolio documentation** (including writing the commentaries) **lies with the beginning teacher**. However, beginning teachers are *encouraged* to seek assistance, input and feedback from the mentor, principal or other colleagues in preparing for the portfolio assessment.

Attestation by Beginning Teacher

- I have primary responsibility for teaching the students/classes profiled in this teaching portfolio.
- The videotape(s) submitted shows me teaching the students/classes profiled in this teaching portfolio.
- The student work included in the documentation is that of my students who are profiled in the unit documented in this teaching portfolio.
- I am the sole author of the teacher commentaries and other written responses to portfolio questions and forms in this portfolio.
- There is no plagiarized material in the portfolio.

Teacher's Signature

Teacher's Name (printed)

Date

Candidate ID#

Attestation by Principal

To the best of my knowledge, the statements above are accurate.

Principal's Signature

Principal's Name (printed)

Date

APPENDIX R.3: TEACHER DEMOGRAPHIC INFORMATION FORM

DIRECTIONS: *Please complete and place in your accordion folder when you submit your portfolio.*

Note: This information is for research purposes only. Portfolio scorers will not see this information, nor will this information influence portfolio scoring in any way.

1. Your Social Security Number: _____
2. Your gender: ' 1. Female ' 2. Male
3. Your ethnicity (**Check one**): ' 1. Asian American
' 2. Black
' 3. Hispanic
' 4. Native American
' 5. White
4. Regional ESC number (*See Educational Service Centers graphic that follows this form*): _____
5. School type where you teach (**Check one. If you teach at more than one school, check for home school type**):
' 1. Elementary School
' 2. Middle/Junior High School
' 3. High School
' 4. Other _____
(Please specify)
6. Grade levels included in school where you teach. (**Check one. If you teach at more than one school, check for primary school type**):
' 1. pk-4 or pk-5 ' 3. k-4 or k-5 ' 5. 5-8, 6-8, or 7-8
' 2. pk-6, pk-7, or pk-8 ' 4. k-6, k-7, or k-8 ' 6. 9-12
' 7. Other _____
(Please specify)
7. Your specific teaching assignment (Check one):
☐ A. Departmentalized by subject matter
☐ B. Interdisciplinary team
☐ C. Co-teaching in regular classroom
☐ D. Team teaching in regular classroom
☐ E. Art or music instructor only
☐ F. Self-contained classroom (most students are present for a full day)
☐ G. Resource room (students are present for two hours or less per day)
☐ H. Part-time special class (students are present for more than 2 hours per day, but less than a full day)
☐ I. Other: _____
(Please specify)

8. Which below characterizes your assigned mentoring situation during your first year of teaching?
(Check one)
- ' A. Individual mentor teaching in my content area and building
 - ' B. Individual mentor teaching in my content area, but not building
 - ' C. Individual mentor teaching in my building, but not content area
 - ' D. Individual mentor, but one not teaching in my content area or building
 - ' E. Team mentoring, with at least one mentor teaching in both my content area and building
 - ' F. Team mentoring, with at least one mentor teaching in my content area, but not building
 - ' G. Team mentoring, with at least one mentor teaching in my building, but not content area
 - ' H. Other _____

(Please specify)

9. At which institution and level did you (complete) your teacher preparation program/coursework related to your current license and teaching assignment in Indiana? (Check all that apply)

INSTITUTION:

- | | | | |
|--------------------------------------|--------------------|---------------|-----------|
| ' 1. Anderson University | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 2. Ball State University | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 3. Bethel College | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 4. Butler University | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 5. Calumet College | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 6. Depauw University | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 7. Earlham College | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 8. Franklin College | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 9. Goshen College | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 10. Grace College | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 11. Hanover College | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 12. Huntington College | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 13. Indiana State University | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 14. Indiana University Bloomington | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 15. Indiana University East | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 16. Indiana University Kokomo | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 17. Indiana University Northwest | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 18. Indiana University South Bend | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 19. Indiana University Southeast | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 20. Indiana Wesleyan University | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 21. IUPUI at Fort Wayne | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 22. IUPUI at Indianapolis | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 23. Manchester College | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 24. Marian College | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 25. Oakland City University | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 26. Purdue University | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 27. Purdue University Calumet | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 28. Saint Francis College | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 29. Saint Joseph's College | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 30. Saint Mary's College | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |
| ' 31. St. Mary of the Woods College | ' 1. Undergraduate | ' 2. Graduate | ' 3. Both |

Both

- | | |
|--------------------------------------|--|
| ' 32. Taylor University | ' 1. Undergraduate ' 2. Graduate ' 3. Both |
| ' 33. Tri State University | ' 1. Undergraduate ' 2. Graduate ' 3. Both |
| ' 34. University of Evansville | ' 1. Undergraduate ' 2. Graduate ' 3. |
| | |
| ' 35. University of Indianapolis | ' 1. Undergraduate ' 2. Graduate ' 3. Both |
| ' 36. University of Notre Dame | ' 1. Undergraduate ' 2. Graduate ' 3. Both |
| ' 37. University of Southern Indiana | ' 1. Undergraduate ' 2. Graduate ' 3. Both |
| ' 38. Valparaiso University | ' 1. Undergraduate ' 2. Graduate ' 3. Both |
| ' 39. Wabash College | ' 1. Undergraduate ' 2. Graduate ' 3. Both |
| ' 40. Alternate Route to Licensure | ' 1. Undergraduate ' 2. Graduate ' 3. Both |
| ' 41. Out-of-State: _____ | ' 1. Undergraduate ' 2. Graduate ' 3. Both |
| (Please specify institute) | |
| ' 42. Other: _____ | |
| (Please specify) | |

10. Using the scale provided, please rate the following resources in your school.

(Note: N/A means Not Applicable)

- | | |
|--------------------------------------|--|
| A. Number of computers: | ' 1. More than adequate ' 2. Adequate ' 3. Less than adequate ' 4. N/A |
| B. Computer accessibility: | ' 1. More than adequate ' 2. Adequate ' 3. Less than adequate ' 4. N/A |
| C. Library/media resources: | ' 1. More than adequate ' 2. Adequate ' 3. Less than adequate ' 4. N/A |
| D. Library/media accessibility: | ' 1. More than adequate ' 2. Adequate ' 3. Less than adequate ' 4. N/A |
| F. Number of basic calculators: | ' 1. More than adequate ' 2. Adequate ' 3. Less than adequate ' 4. N/A |
| G. Number of scientific calculators: | ' 1. More than adequate ' 2. Adequate ' 3. Less than adequate ' 4. N/A |
| H. Number of graphing calculators: | ' 1. More than adequate ' 2. Adequate ' 3. Less than adequate ' 4. N/A |
| I. Laboratory materials/supplies: | ' 1. More than adequate ' 2. Adequate ' 3. Less than adequate ' 4. N/A |
| J. Internet capability (teachers): | ' 1. More than adequate ' 2. Adequate ' 3. Less than adequate ' 4. N/A |
| K. Internet capability (students): | ' 1. More than adequate ' 2. Adequate ' 3. Less than adequate ' 4. N/A |
| L. Other technology (Specify): | ' 1. More than adequate ' 2. Adequate ' 3. Less than adequate ' 4. N/A |

11. Which of the following computer resources did you use, or have your students use, during the teaching of your portfolio unit (Please check all that apply):

- | | <u>You</u> | <u>Students</u> |
|---|------------|-----------------|
| A. Word Processing | _____ | _____ |
| B. PowerPoint or other type of Presentation | _____ | _____ |
| C. Internet | _____ | _____ |
| D. Spreadsheet | _____ | _____ |
| E. Data analysis | _____ | _____ |
| F. Instructional programs (e.g., computer simulation, guided instruction) | _____ | _____ |
| G. Other (Please specify) | _____ | _____ |

EDUCATIONAL SERVICE CENTERS

Region 1

Southern Indiana Education Service Center
Jasper, IN 47547

Region 2

William E. Wilson Education Center
Charlestown, IN 47111

Region 3

West Central Education Center
Greencastle, IN 46135

Region 4

East Central Education Center
Connersville, IN 47331

Region 5

Wabash Valley Education Center
West Lafayette, IN 47906

Region 6

Northwest Indiana Education Center
Highland, IN 46322-1299

Region 7

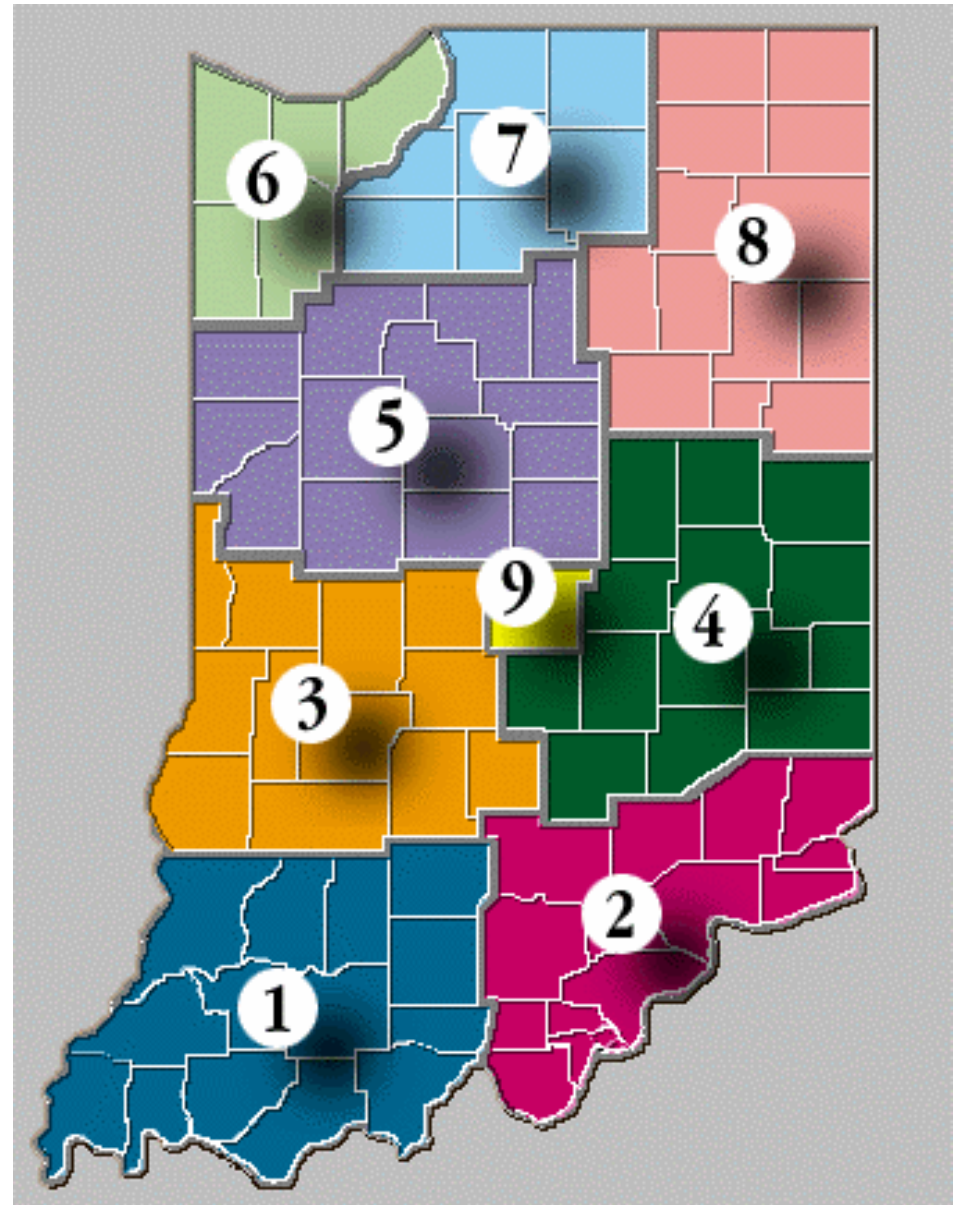
Northern Indiana Education Center
Mishawaka, IN 46545

Region 8

Region 8 Education Service Center
Markle, IN 46770

Region 9

Central Indiana Education Service Center
Indianapolis, IN 46268



APPENDIX R.4: TEACHING PORTFOLIO REFLECTION FORM

DIRECTIONS: *Please complete and place in your accordion folder when you submit your portfolio.*

Note: This information is for research purposes only. Portfolio scorers will not see this information, nor will this information influence portfolio scoring in any way. PLEASE PROVIDE ANY WRITTEN COMMENTS ON THE BACK OF THIS FORM.

1. Your Social Security Number: _____

2. Your content area: _____

3. Which of the following were sources of support for you as you completed your portfolio?

(Check all that apply)

- ' Beginning teachers also completing portfolios
- ' Colleagues who had completed portfolios in previous years
- ' Other colleagues *(Please specify)*: _____
- ' My formally assigned mentor
- ' Support seminars *(Please specify - district, consortium, building, etc.)* _____
- ' My principal
- ' My department chair
- ' IPSB Teacher-in-Residence or scorer *(Please specify)* _____

4. For each statement below, please indicate your level of agreement by checking either ***Strongly Agree, Agree, Disagree, or Strongly Disagree.***

Completing this portfolio provided me the opportunity to demonstrate:

- a. ...my content area knowledge in a way that were not assessed with the Praxis II exam.
 - ' 1. Strongly Agree ' 2. Agree ' 3. Disagree ' 4. Strongly Disagree
- b. ...my understanding of the content standards.
 - ' 1. Strongly Agree ' 2. Agree ' 3. Disagree ' 4. Strongly Disagree
- c. ...my ability to design instruction.
 - ' 1. Strongly Agree ' 2. Agree ' 3. Disagree ' 4. Strongly Disagree
- d. ...my ability to implement instruction.
 - ' 1. Strongly Agree ' 2. Agree ' 3. Disagree ' 4. Strongly Disagree
- e. ...my ability to assess student work.
 - ' 1. Strongly Agree ' 2. Agree ' 3. Disagree ' 4. Strongly Disagree
- f. ...my ability to monitor and adjust instruction based on student assessment.
 - ' 1. Strongly Agree ' 2. Agree ' 3. Disagree ' 4. Strongly Disagree
- g. ...my ability to modify instruction based on accommodations to students' needs, interests, and backgrounds.
 - ' 1. Strongly Agree ' 2. Agree ' 3. Disagree ' 4. Strongly Disagree
- h. ...my ability to manage my classroom.
 - ' 1. Strongly Agree ' 2. Agree ' 3. Disagree ' 4. Strongly Disagree
- i. ...my ability to reflect upon my teaching practices.
 - ' 1. Strongly Agree ' 2. Agree ' 3. Disagree ' 4. Strongly Disagree

APPENDIX T.1: TEACHING PORTFOLIO CLASS PROFILE FORM

(This will be the first page of your portfolio)

Portfolio: Content area: _____ Course title: _____

Unit name: _____

Class that is the focus of the portfolio: Class minutes/day: _____ Class minutes/week: _____

Class sessions during the instructional unit: _____ block schedule _____

(Specify & describe) _____

Class meetings with the selected class per year: _____

Grade level(s) in your portfolio class: pre-k 1 2 3 4 5 6 7 8 9 10 11 12

(Circle all that apply)

Composition of your portfolio class:

_____ Number of boys	_____ % Black
_____ Number of girls	_____ % Hispanic
_____ Number of bilingual students	_____ % White
_____ Number of students identified as	_____ % Asian/Pacific Islander
special education students	_____ % American Indian/Alaskan Native
	_____ % Biracial

Ability grouping: _____ heterogeneous _____ homogeneous (____ advanced, ____ average, ____ general)

Primary texts used in portfolio class (*Please provide title, author/publisher, and date of publication of all textbooks or laboratory manuals, etc.*)

(Note: If elementary education teacher, please provide this information for both literacy and numeracy instruction)

Number of other adults in the room during portfolio instruction: _____

If one or more, please specify title(s)/role(s): (check all that apply)

Paraprofessional

Parent volunteer

Co-teacher

Other

Community: _____ Rural _____ Suburban _____ Urban _____ Other

_____ Mostly affluent families _____ Mostly upper middle-class families

_____ Mostly lower middle-class families _____ Significant number of families at or near the poverty line

_____ Mixture of economic statuses (*Describe*)

School: _____ Pre-K _____ Elementary _____ Middle or Junior High _____ High School _____ Other

Total number of students in the school _____ Public _____ Private

Access to Technology:

Basic four function calculators _____ exceptional _____ adequate _____ wanting

Scientific calculators _____ exceptional _____ adequate _____ wanting

Graphing calculators _____ exceptional _____ adequate _____ wanting

Computers _____ exceptional _____ adequate _____ wanting

Manipulatives for inquiry _____ exceptional _____ adequate _____ wanting

Consumables for Inquiry _____ exceptional _____ adequate _____ wanting

Other technology (e.g., projection screen for computer or calculators, probes, internet connection)

Mentor:

_____ Building level content-specific supervisor
(e.g., department chair)

_____ Building level content-specific teacher

_____ Other _____

Teaching Assignment:

_____ Departmentalized by subject

_____ Interdisciplinary team

_____ Departmentalized and interdisciplinary

_____ Other _____

APPENDIX T.2: DAILY LOG FORM

Date	Teacher ID#	Lesson #
Lesson Objective(s)		
<p>DIRECTIONS: Please duplicate this form. Use a separate form for each of the 4-6 days of featured lessons. When featuring different activities within a day, draw a line to separate the information.</p>		
ACTIVITIES	TEACHER ACTIONS	STUDENT ACTIONS
REFLECTIONS		

<p>APPENDIX T.3: VIDEOTAPE LABELING FORM (See Task B.1)</p>
--

ID # _____

Segment #1: Teacher as Instructor

Content introduced: _____

Segment #2: Teacher as Facilitator of Student Performance

Description of student activity: _____

APPENDIX T.4: STUDENT PROFILE FORM

Please recreate this document or type to complete. The information you provide for each student should be one page in length and succinctly written. Please complete one sheet for each student, identifying by Student A or Student B. All companion materials must be identified only by Student A or B.

Teacher ID # _____

Student A or B

Grade _____ (K-12)

Course: _____
(language/level)

A. Description of student's classroom performance:

Individual strengths, weaknesses, comparison to rest of class; include pertinent background information and rationale for selection.

B. What are you going to do so that this student improves his/her classroom performance during this unit of instruction?

APPENDIX V.1: NOTICE TO PARENT/GUARDIAN ABOUT VIDEOTAPING

Notice to Parents or Guardians

Dear Parent/Guardian:

I am participating in the Indiana Mentoring and Assessment Program developed by the Indiana Professional Standards Board. The Board is developing a new assessment system for licensing beginning teachers based upon standards for teaching. Beginning teachers will develop a performance portfolio to demonstrate what they know and are able to do. The goal of this program is to give new teachers more support and guidance to improve teacher quality while linking teaching standards to student standards for improved student learning.

I am sending you this letter to notify you that I will be videotaping selected lessons in my classes and submitting examples of student work as evidence of my teaching. Although the videotape will include both the students and myself, the primary focus of the tape is on my teaching not the students in the class. Your child may be included in this videotape or his/her work included in the written materials I submit.

Please be aware students' names will not be included on any of the materials I submit, nor will students' identities or the school be revealed. The Indiana Professional Standards Board will only use the materials I submit for evaluation of my teaching, for research purposes, and for training educators.

If you object to your child being shown in the videotape that I submit, please let me know. Thank you for your help and consideration in this matter.

Sincerely,

Teacher

Date: _____

APPENDIX V.2: NOTICE TO PARENT/GUARDIAN ABOUT VIDEOTAPING (SPANISH)

Aviso a los Padres o Tutores

Queridos Padres o Tutores:

Soy participante en el programa “Indiana Mentoring and Assessment Program”, un programa desarrollado por el Indiana Professional Standards Board (La Administracion Profesional de los Requisitos de Indiana). Esta Administracion esta desarrollando un nuevo sistema de evaluar a los maestros al graduarse de la universidad, basado en los requisitos para la ensenanza. Los nuevos maestros van a preparar una cartera de realizacion para mostrar lo que sepan y lo que sean capaz de hacer. El objetivo de este programa es dar mas apoyo y direccion a los nuevos maestros para mejorar la calidad de la ensenanza mientras que se conectan los requisitos de los maestros a los de los estudiantes para que los estudiantes aprendan mejor.

Les mando a Uds. esta carta para avisarles que voy a grabar en video unas lecciones en mis clases y que pienso entregar unos ejemplos del trabajo de los estudiantes como prueba de mi capacidad de ensenar. Aunque el video va a incluirnos a los estudiantes y a mi, el foco principal del video es de mi ensenanza, no de los estudiantes. Es posible que incluya a su hijo/a en el video y de que su trabajo sea incluido en las obras que yo entregue.

Quisiera que Uds. se den cuenta de que los nombres de los estudiantes no aparecen en el video, ni su identidad, ni el nombre de la escuela. La Administracion de Los Requisitos de Indiana solo usan las obras que yo entregue para valorar mi ensenanza, para hacer investigaciones y para instruir a los maestros.

Si Uds. se oponen a que su hijo/a sea incluido en la grabacion, haganme el favor de avisarmelo. Les agradezco mucho su cooperacion en este asunto.

Sinceramente,

El maestro

Fecha: _____

APPENDIX V.3: BTAP POLICIES GOVERNING THE USE OF VIDEOTAPES AND RELATED TEACHING PORTFOLIO MATERIALS

Videotapes and related materials submitted in connection with the IMAP are used for multiple purposes. These purposes fall generally into two categories: (a) uses for which teacher consent is not be requested, and (b) uses for which teacher consent is required, and the IPSB will ask for a teacher's consent prior to use.

(a) Uses for which beginning teacher consent is not requested:

- evaluation of teaching as part of IMAP assessments
- pilot-testing and validation of IMAP assessments
- training of scorers
- training of mentors

Materials used for the purposes described above will not include any identifying information, such as the names of teachers, students or schools. In addition, educators being trained as scorers or mentors will be required to sign a confidentiality form, indicating that they will not discuss the content of videotapes or related materials outside of the training session.

(b) Uses for which beginning teacher consent is required:

- professional development for beginning teachers, principals, and other educators involved in the IMAP in which illustrative examples of effective teaching practice are provided;
- dissemination of exemplary examples of student work and curriculum materials for educational purposes such as teacher training; and
- videotape and portfolio-related materials selected to communicate the goals and programmatic aspects of the IMAP to a wide audience of educators.

Neither communications materials nor examples of exemplary teaching, student work or curriculum will be used for any commercial purposes.

APPENDIX V.4: PROCEDURES FOR CLASSROOM VIDEOTAPING

Introduction

These procedures are provided to help you produce a video that clearly represents the teaching and learning in your classroom. **In order to capture elements of effective instruction and student learning, you will need to produce a videotape of reasonable audio and video quality.** Be sure to use a new, better quality VHS videotape. **Mini-cassettes cannot be submitted.** These procedures will help you successfully produce a video with minimum problems that will fulfill the requirements of these portfolio guidelines.

Preparation and Practice

First, we do NOT expect a television production. It is important, however, that the quality of the videotaped lessons/activities be sufficient for scorers to understand what happened in your classroom.

- ✓ If you are unfamiliar with the videotaping process and/or do not have access to video equipment, **consider the following resources** for equipment and videotaping assistance:
 - your principal
 - a certified mentor or colleague
 - your school or district media or A/V specialist
 - another beginning teacher who has done/is doing videotaping
- ✓ **Schedule/reserve** the necessary video/audio equipment well in advance.
- ✓ **Advise your principal** about your need to videotape lessons for the portfolio.
- ✓ **Meet with the camera operator** (student or colleague) to plan the taping prior to videotaping your lesson.
- ✓ **Discuss** the following questions:
 - Where will you and your students be during the lesson?
 - Will different activities require students to regroup or move around the classroom?
 - How will the use of instructional materials be recorded?
 - What will the video operator need to capture?
 - If applicable, when should the operator zoom in or rotate the camera to a new position?
- ✓ **Practice the videotaping process.** This will provide a chance to test the equipment and give your students an opportunity to grow accustomed to the camera.
- ✓ **Adjust**, if necessary, **for the light source** (incandescent, florescent, or daylight) each time a recording is made. Newer cameras may be automatic, thus requiring no adjustment.

Audio Guidelines

The microphone built into the camera may be adequate. After videotaping a lesson for practice purposes, test to determine whether the built-in audio is sufficient. When reviewing the videotape, **consider whether others will be able to understand what you and your students said** (e.g., teacher directions and questions, student questions and responses, discussions). If you find that the sound is unacceptable, try to obtain an external microphone, that is, a microphone that can be connected to the camera and pick up sound throughout the classroom.

Other tips to improve audio:

- Remember that your sound recording will be better the closer the microphone is to the action. Decide where to position the microphone to best capture teacher and student voices. If you need to move the camera to capture the sound or action, be sure to keep the camera on during the move.
- For almost all video cameras, if you use an external microphone (generally connected to the external mike jack on the camera), the built-in microphone will automatically turn off. Only sounds picked up from the external microphone will be recorded. If the external microphone is not completely inserted in the jack, NO sound will be recorded. To test if the external microphone works, the camera operator may use headphones to listen as they record and review the practice videotape(s).
- Since audio is the most important aspect of videotaping, be sure to check your audio at each taping session with the headphones plugged into the camera or recorded. Many audio problems, such as poor connections between microphone cables, bad cables, noise from the hallway, etc., can be detected by periodic monitoring during recording. However, the best way to test for quality is to listen to the playback of the videotape.

Power and Safety Issues

When feasible, it is best to use AC power instead of batteries for videotaping, because most batteries used in today's camcorders develop a condition that prevents them from being fully charged. AC power may be the only effective way of operating a camera for 45-50 minutes. When AC power is being used, **make certain that any cables or extension cords are safely positioned in the classroom** to avoid injury to students and damage to equipment.

GLOSSARY OF TEACHING PORTFOLIO TERMS

Alignment refers to a direct relationship and link among standards, learning outcomes, lesson content instructional activities and assessment methods.

Assessment is a process designed to elicit what students know and are able to do with their knowledge.

- **Formative assessment** demonstrates the progress students make during the learning unit. Monitoring is ongoing and can be formal or informal.
- **Summative assessment** is usually a benchmark for what students should be able to demonstrate at designated times within a learning unit. There is some formality associated with it, even if the instrument is flexible and personal (e. g., journal entries).

Commentary is the written comments, reflections, and analyses of an instructor's teaching that provide the connections between the artifacts of his/her teaching and thinking, planning, and analysis. Commentaries should emphasize the reasons for the selections and decisions made as a teacher. The portfolio commentaries are all prompted within the content specific handbooks.

Differentiation is addressing learning modalities, appealing to diverse interests, using varied rates of instruction, and/or delivering content with varying degrees of complexity, based upon what students know and need.

Discourse includes the many ways students and teachers communicate to represent ideas and concepts. Discourse can be oral dialogue (conversation), written dialogue (reactions, feedback) or visual dialogue (charts, graphs, paintings).

Inquiry is the process of investigation allowing students to actively engage a new concept or learning objective through exploration.

Literacy is the knowledge, skills, and dispositions that enable students to construct meaning and make sense of the world through reading, writing, speaking, listening, viewing, and enacting.

Performance-Based Assessment is an assessment that includes what a student or teacher is able to do (performance) rather than assessment that is simply an explanation of what they know.

Professional Growth includes information/experiences that allow a teacher to grow as a professional. Examples are experimenting with new approaches and strategies in the classroom, examining or reflecting on student learning and teaching with colleagues, participating in workshops, courses and other educational opportunities, reading and discussing ideas presented in professional publications, and other activities that help teachers develop as professionals and improve their teaching.

Reflective Practitioner is a teacher who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally and adjust his/her teaching to accommodate the needs of student learners.

CONTENT SPECIFIC TERMS

Concept (World Language) is a broad idea or understanding derived from linguistics and culture.

Linguistic competence is the ability to understand, speak, read and write a language in an appropriate cultural context.